



## Art – skills and knowledge progression overview

YEAR A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 and 2	Sculpture and 3D: building famous landmarks		Painting and mixed media: pirate portraits		Drawing - Observational flower drawings Craft and design - Map it out	
Year 3 and 4	Roman shields	Painting / mixed media – light and dark	Craft and Design: Ancient Egyptian Scrolls	Cooking and nutrition – food around the world	Drawing: Growing Artist	Structures – constructing a castle
Year 5 and 6	Sculpture and 3D - Pottery	Painting and mixed: artist study	Propaganda	Drawing – I need space	Craft and design – architecture	Textiles – stuffed toys

YEAR B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 and 2	Textiles		Structures - baby bears chair		Painting and mixed media: colour Splash Smoothies	
Year 3 and 4	Textiles – cross stitch and applique	Mechanical systems	Painting and mixed media – prehistoric painting	Drawing – power prints	Craft and design – fabric of nature	Sculpture and 3D Papier mâché – volcanoes
Year 5 and 6	Cooking – developing a recipe	Banksy – street art	Drawing – making my voice heard	Painting and mixed media – portraits	Structures playgrounds	Craft and design – photo opportunity

## Painting and mixed media

Year 1 / 2	Year 3 / 4	Year 5 / 6
<p>Pupils know how to: ● Combine primary coloured materials to make secondary colours. ● Mix secondary colours in paint. ● Choose suitable sized paint brushes. ● Clean a paintbrush to change colours. ● Print with objects, applying a suitable layer of paint to the printing surface. ● Overlap paint to mix new colours. ● Use blowing to create a paint effect. ● Make a paint colour darker or lighter (creating shades) in different ways eg. adding water or white</p>	<p>Pupils know how to: ● Use simple shapes to scale up a drawing to make it bigger. ● Make a cave wall surface. ● Paint on a rough surface. ● Make a negative and positive image. ● Create a textured background using charcoal and chalk. ● Use natural objects to make tools to paint with. ● Make natural paints using natural materials. ● Create different textures using different parts of a brush. ● Use colour mixing to make natural colours.</p> <p>Pupils know how to: ● Mix a tint and a shade by adding black or white. ● Use tints and shades of a colour to create a 3D effect when painting. ● Apply paint using different techniques eg. stippling, dabbing, washing. ● Choose suitable painting tools. ● Arrange objects to create a still life composition. ● Plan a painting by drawing first. ● Organise painting equipment independently, making choices about tools and materials.</p>	<p>Pupils know how to: ● Develop a drawing into a painting. ● Create a drawing using text as lines and tone. ● Experiment with materials and create different backgrounds to draw onto. ● Use a photograph as a starting point for a mixed-media artwork. ● Take an interesting portrait photograph, exploring different angles. ● Adapt an image to create a new one. ● Combine materials to create an effect. ● Choose colours to represent an idea or atmosphere. ● Develop a final composition from sketchbook ideas.</p> <p>Pupils know how to: ● Use sketchbooks to research and present information. ● Develop ideas into a plan for a final piece. ● Make a personal response to the artwork of another artist. ● Use different methods to analyse artwork such as drama, discussion and questioning. ● use spray paint carefully and with precision</p>

## Drawing

Year 1 / 2	Year 3 / 4	Year 5 / 6
<p>Pupils know: ● That a continuous line drawing is a drawing with one unbroken line. ● Properties of drawing materials eg; which ones smudge, which ones can be erased, which ones blend. Pupils know how to: ● Hold and use drawing tools in different ways to create different lines and marks. ● Create marks by responding to different stimulus such as music. ● Overlap shapes to create new ones. ● Use mark making to replicate texture. ● Look carefully to make an observational drawing. ● Complete a continuous line drawing.</p>	<p>● Use pencils of different grades to shade and add tone. ● Hold a pencil with varying pressure to create different marks. ● Use observation and sketch objects quickly. ● Draw objects in proportion to each other. ● Use charcoal and a rubber to draw tone. ● Use scissors and paper as a method to 'draw'. ● Make choices about arranging cut elements to create a composition. ● Create a wax resist background. ● Use different tools to scratch into a painted surface to add contrast and pattern. ● Choose a section of a drawing to recreate as a print. ● Create a monoprint. Pupils know how to: ● Use shapes identified within in objects as a method to draw. ● Create tone by shading. ● Achieve even tones when shading. ● Make texture rubbings. ● Create art from textured paper. ● Hold and use a pencil to shade. ● Tear and shape paper. ● Use paper shapes to create a drawing. ● Use drawing tools to take a rubbing. ● Make careful observations to accurately draw an object. ● Create abstract compositions to draw expressively.</p>	<p>Pupils know: ● To know gestural and expressive ways to make marks. ● To know effects different materials make. ● To know the effects created when drawing into different surfaces Pupils know how to: ● Use symbolism as a way to create imagery. ● Combine imagery into unique compositions. ● Achieve the tonal technique called chiaroscuro. ● Make handmade tools to draw with. ● Use charcoal to create chiaroscuro effects. Pupils know: ● What print effects different materials make. Pupils know how to: ● Analyse an image that considers impact, audience and purpose. ● Draw the same image in different ways with different materials and techniques. ● Make a collagraph plate. ● Make a collagraph print. ● Develop drawn ideas for a print. ● Combine techniques to create a final composition. ● Decide what materials and tools to use based on experience and knowledge.</p>

## Craft and design

Year 1 / 2	Year 3 / 4	Year 5 / 6
<p>Pupils know how to: ● Draw a map to illustrate a journey. ● Separate wool fibres ready to make felt. ● Lay wool fibres in opposite directions to make felt. ● Roll and squeeze the felt to make the fibres stick together. ● Add details to felt by twisting small amounts of wool. ● Choose which parts of their drawn map to represent in their 'stained glass'. ● Overlap cellophane/tissue to create new colours. ● Draw a design onto a printing polystyrene tile without pushing the pencil right through the surface. ● Apply paint or ink using a printing roller. ● Smooth a printing tile evenly to transfer an image. ● Try out a variety of ideas for adapting prints into 2D or 3D artworks.</p>	<p>Pupils know: ● That layering materials in opposite directions make the handmade paper stronger. Pupils know how to: ● Use a sketchbook to research a subject using different techniques and materials to present ideas. ● Construct a new paper material using paper, water and glue ● Use symbols to reflect both literal and figurative ideas. ● Produce and select an effective final design. ● Make a scroll. ● Make a zine. ● Use a zine to present information. Pupils know: ● That a mood board is a visual collection which aims to convey a general feeling or idea. ● That batik is a traditional fabric decoration technique that uses hot wax. Pupils know how to: ● Select imagery and use as inspiration for a design project. ● To know how to make a mood board. ● Recognise a theme and develop colour palettes using selected imagery and drawings. ● Draw small sections of one image to docs on colours and texture. ● Develop observational drawings into shapes and pattern for design. ● Transfer a design using a tracing method. ● Make a repeating pattern tile using cut and torn paper shapes. ● Use glue as an alternative batik technique to create patterns on fabric. ● Use materials, like glue, in different ways depending on the desired effect. ● Paint on fabric. ● Wash fabric to remove glue to finish a decorative fabric piece.</p>	<p>Pupils know: ● The steps to make a monoprint. ● When a roller is sufficiently inked. Pupils know how to: ● Make an observational drawing of a house. ● Use shapes and measuring as methods to draw accurate proportions. ● Select a small section of a drawing to use as a print design. ● Develop drawings further to use as a design for print. ● Design a building that fits a specific brief. ● Draw an idea in the style of an architect that is annotated to explain key features. ● Draw from different views, such as a front or side elevation. ● Use sketchbooks to research and present information about an artist. ● Interpret an idea in into a design for a structure. Pupils know: ● How different materials can be used to produce photorealistic artwork. ● That macro photography is showing a subject as larger than it is in real life. Pupils know how to: ● Create a photomontage. ● Create artwork for a design brief. ● Use a camera or tablet for photography. ● Identify the parts of a camera. ● Take a macro photo, choosing an interesting composition. ● Manipulate a photograph using photo editing tools. ● Use drama and props to recreate imagery. ● Take a portrait photograph. ● Use a grid method to copy a photograph into a drawing. ● create and use stencils</p>

## Sculpture and 3D

Year 1 / 2	Year 3 / 4	Year 5 / 6
<p>Pupils know how to: ● Roll and fold paper. ● Cut shapes from paper and card. ● Cut and glue paper to make 3D structures. ● Decide the best way to glue something. ● Create a variety of shapes in paper, eg spiral, zig-zag. ● Make larger structures using newspaper rolls.</p>	<p>Use a range of materials to make 3D artwork eg. manipulate light to make shadow sculpture, use recycled materials to make 3D artwork. ● Try out different ways to display a 3D piece and choose the most effective. Add surface detail to a sculpture using colour or texture. ● Join 2D shapes to make a 3D form. ● Join larger pieces of materials, exploring what gives 3D shapes stability. ● Shape materials in different ways eg. rolling, folding and choose the best way to recreate a drawn idea. ● secure different materials using PVA ● create layers</p>	<p>● Make visual notes to generate ideas for a final piece. ● Translate ideas into sculptural forms. ● Translate a 2D image into a 3D form. ● Try out ideas on a small scale to assess their effect. ● Use everyday objects to form a sculpture. ● Transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them.</p>

	EYFS (Reception)	EYFS Framework Children at the expected level of development will:	Year 1	Year 2	National curriculum Pupils should be taught:
<b>Generating ideas</b>	Talk about their ideas and explore different ways to record them using a range of media.	<b>ELG: Speaking</b> <ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> </ul>	Explore their own ideas using a range of media.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	<ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> </ul>
<b>Sketch-books</b>	Experiment in an exploratory way.	<b>ELG: Expressive Arts and design: Creating with materials</b> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>	Use sketchbooks to explore ideas.	Experiment in sketchbooks, using drawing to record ideas.  Use sketchbooks to help make decisions about what to try out next.	
<b>Making skills (including Formal elements)</b>	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.  Cut, thread, join and manipulate materials safely, focussing on process over outcome.  Begin to develop observational skills (for example, by using mirrors to include the main features of faces).	<b>ELG: Expressive Arts and design: Creating with materials</b> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul> <b>ELG: Physical development: Fine motor skills:</b> <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> <li>Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>Begin to show accuracy and care when drawing.</li> </ul>	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.  Make choices about which materials to use to create an effect.  Explore and analyse a wider variety of ways to join and fix materials in place.  Develop observational skills to look closely and reflect surface texture.	Further demonstrate increased control with a greater range of media.  Make choices about which materials and techniques to use to create an effect.  Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.  Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.	<ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products.</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>

	EYFS (Reception)	EYFS Framework Children at the expected level of development will:	Year 1	Year 2	National curriculum Pupils should be taught:
Knowledge of artists	<p>Enjoy looking at and talking about art.</p> <p>Recognise that artists create varying types of art and use lots of different types of materials.</p> <p>Recognise that artists can be inspired by many things.</p>	<p><b>ELG: Speaking</b></p> <ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> </ul>	<p>Understand how artists choose materials based on their properties in order to achieve certain effects.</p>	<p>Talk about art they have seen using some appropriate subject vocabulary.</p> <p>Create work from a brief, understanding that artists are sometimes commissioned to create art.</p> <p>Create and critique both figurative and abstract art, recognising some of the techniques used.</p> <p>Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.</p>	<ul style="list-style-type: none"> <li>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>
Evaluating and analysing	<p>Talk about their artwork, stating what they feel they did well.</p> <p>Say if they like an artwork or not and begin to form opinions by explaining why.</p>	<p><b>ELG: Expressive Arts and design: Creating with materials</b></p> <ul style="list-style-type: none"> <li>Share their creations, explaining the process they have used.</li> </ul>	<p>Describe and compare features of their own and others' artwork.</p> <p>Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</p>	<p>Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within and showing an understanding of why they may have made it.</p> <p>Begin to talk about how they could improve their own work.</p> <p>Talk about how art is made.</p>	

	Year 3	Year 4	Year 5	Year 6	National curriculum Pupils should be taught:
Generating ideas	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.	<ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas</li> </ul>
Sketch-books	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.	
Making skills (including Formal elements)	<p>Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</p> <p>Use hands and tools confidently to cut, shape and join materials for a purpose.</p> <p>Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p>	<p>Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.</p> <p>Use growing knowledge of different materials, combining media for effect.</p> <p>Use more complex techniques to shape and join materials, such as carving and modelling wire.</p> <p>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p>	<p>Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</p> <p>Combine a wider range of media, eg photography and digital art effects.</p> <p>Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</p>	<p>Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</p> <p>Combine materials and techniques appropriately to fit with ideas.</p> <p>Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.</p>	<ul style="list-style-type: none"> <li>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li> </ul>

	Year 3	Year 4	Year 5	Year 6	National curriculum Pupils should be taught:
Knowledge of artists	<p>Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence.</p> <p>Consider how to display art work, understanding how artists consider their viewer and the impact on them.</p>	<p>Use subject vocabulary confidently to describe and compare creative works.</p> <p>Understand how artists use art to convey messages through the choices they make.</p> <p>Work as a professional designer does, by collating ideas to generate a theme.</p>	<p>Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>Discuss how artists create work with the intent to create an impact on the viewer.</p> <p>Consider what choices can be made in their own work to impact their viewer.</p>	<p>Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces .</p> <p>Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.</p>	<ul style="list-style-type: none"> <li>About great artists, architects and designers in history.</li> </ul>
Evaluating and analysing	<p>Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art.</p> <p>Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate.</p> <p>Begin to carry out a problem-solving process and make changes to improve their work.</p>	<p>Use more complex vocabulary when discussing their own and others' art.</p> <p>Discuss art considering how it can affect the lives of the viewers or users of the piece.</p> <p>Evaluate their work more regularly and independently during the planning and making process.</p>	<p>Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</p> <p>Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas</p> <p>Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p>Give reasoned evaluations of their own and others' work which takes account of context and intention.</p> <p>Discuss how art is sometimes used to communicate social, political, or environmental views.</p> <p>Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way.</p> <p>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<ul style="list-style-type: none"> <li>To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li> <li>About great artists, architects and designers in history.</li> </ul>